

ABSTRAK

PENGARUH EFIKASI DIRI, KONSEP DIRI, DAN LINGKUNGAN SOSIAL TERHADAP KEMANDIRIAN BELAJAR SISWA KELAS XI SMA SANTO BERNARDUS PEKALONGAN

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Penelitian ini bertujuan untuk menguji dan menganalisis: (1) pengaruh efikasi diri terhadap kemandirian belajar; (2) pengaruh konsep diri terhadap kemandirian belajar siswa; (3) pengaruh lingkungan sosial terhadap kemandirian belajar siswa; dan (4) pengaruh efikasi diri, konsep diri dan lingkungan sosial terhadap kemandirian belajar siswa. Penelitian ini merupakan penelitian eksplanatori. Penelitian ini dilaksanakan di SMA Santo Bernardus Pekalongan pada bulan April 2019. Teknik sampling yang digunakan adalah teknik sampling jenuh. Sampel penelitian sebanyak 76 siswa. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis data menggunakan analisis regresi linear berganda.

Hasil analisis data menunjukkan bahwa: (1) efikasi diri berpengaruh positif terhadap kemandirian belajar; (2) konsep diri berpengaruh negatif terhadap kemandirian belajar; (3) lingkungan sosial berpengaruh positif terhadap kemandirian belajar; dan (4) efikasi diri, konsep diri dan lingkungan sosial secara bersama-sama berpengaruh positif terhadap kemandirian belajar.

Kata kunci: efikasi diri, konsep diri, lingkungan sosial, kemandirian belajar.

ABSTRACT

THE EFFECT OF SELF-EFFICACY, SELF-CONCEPT, AND SOCIAL ENVIRONMENT ON STUDENT INDEPENDENT LEARNING OF THE ELEVENTH GRADE STUDENT OF SMA SANTO BERNARDUS PEKALONGAN

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This research aimed to examine and analyze: (1) the effect of self-efficacy on student independent learning; (2) the effect of self-concept on student independent learning; (3) the effect of social environment on student independent learning; and (4) the effect of self-efficacy, self-concept, and social environment on student independent learning. This research was conducted in SMA Santo Bernardus Pekalongan in April 2019. The research sampling technique was a saturation sampling. The sample consisted of 76 students. The data collection method was a questionnaire. The data analysis technique was multiple linear regression.

The results of data analysis showed that: (1) self-efficacy had a positive effect on student independent learning; (2) self-concept had a negative effect on student independent learning; (3) social environment had a positive effect on student independent learning; and (4) self-efficacy, self-concept, and social environment had positive effect on student independent learning.

Keywords: self-efficacy, self-concept, social environment, student independent learning.